

**COMPETENCY MODEL FOR
COMMUNICATIONS ENGINEER
CLASS CODE 7610**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **COMMUNICATIONS ENGINEER**. (Numbers refers to the order of competencies in the Competency Bank.)

- 21. Technology Application
- 28. Supervision
- 30. Fiscal Management
- 38. Tolerance
- 42. Resolves Conflict
- 45. Oral Communication
- 47. Written Communication
- 49. Project Management

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

21. TECHNOLOGY APPLICATION – Correctly applies technology as required on the job; conceptualizes improvements in work through introducing and/or enhancing use of technology.

Level of Competency Required by Job:

Level 1: Expert in the use of technology required for own job. May identify additional applications for currently used technology to enhance own work and/or work of others.

Level 2: Identify additional technology to be applied to improve own work and/or work of others and/or enhanced use of current technology to improve the operations of an entire function or department.

Level 3: Identify new technology application to improve/enhance work of an entire function, department, or organization.

Examples of Behavioral Indicators:

- Demonstrates mastery of technical applications required for current work.
- Suggests additional applications of existing technology that improve productivity.
- Identifies new technology that can be applied to improve existing operations.
- Provides convincing justification for investment in new technology versus anticipated benefits.
- Presents compelling arguments to justify purchase of existing software (with or without modification) versus in-house development.

Performance Levels:

Satisfactory

Knows and correctly applies current technology as required on the job. Extends use of current technology to improve efficiency of accomplishing additional tasks.

Superior

Recognizes opportunities to apply technology to improve work processes in a function, department, or the entire organization. Identifies and justifies specific technology for specific uses.

Technology Application Areas

1. Knowledge of principles and practices of communications engineering as applied to the design, construction, maintenance, and operation of telecommunication and information technology systems, including voice/data/microwave radio systems; mobile data communications systems; cloud services; computer network communication systems; wired and wireless Local Area Networks (LAN)/Wide Area Networks (WAN); network security systems; audio/video (AV) systems; telephone systems; voice over internet protocol (VOIP); access control systems; alarm monitoring systems; communication distribution (copper/fiber optic) systems; audio/visual paging systems; distributed antenna systems; digital/analog video surveillance systems; digital/analog video management systems; video storage systems; systems patches/upgrades; and other communications systems, sufficient to stay current on developments in the field, and effectively oversee and manage the planning, design, construction, installation, operation, and maintenance of communications networks and systems.
2. Knowledge of leased communication services, applications, equipment, and facilities, including telephone lines and circuits, data lines and circuits, cloud connectivity, and fax machines, sufficient to manage the related accounts and integrate communication services, applications, equipment, and facilities into existing or new networks.
3. Knowledge of methods used to read and interpret construction plans, schematics, specifications, and wiring diagrams, including floor plans, site plans, construction plans, network schematics, and test scripts, sufficient to manage and maintain communications systems.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

- Level 1:** ***Supervises small workgroup of employees performing the same or highly related work.***
- Level 2: Supervises a larger workgroup of employees performing various types of work.
- Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

30. FISCAL MANAGEMENT – Develops and justifies budget proposals in a way that garners support; monitors expenditures for compliance; systematically adjusts expenditures when warranted.

Level of Competency Required by Job:

Level 1: Identify equipment and services with demonstrable cost-effectiveness for improving operations and prepare detailed budget requests that provide ample justification for purchase. Ensure money is spent for intended purpose.

Level 2: Identify staffing needs, needs for equipment and services, and other expenditures that are necessary to fulfill the mission of a function or segment of the organization. Provide ample, compelling justification. Ensures that money is spent for intended or highly related purpose.

Level 3: Consider the mission of the entire organization and current priorities in determining which budget proposals to submit. Provide compelling arguments for the proposals submitted that include reference to proposals omitted. Use money for intended purpose unless priorities or other circumstances change.

Examples of Behavioral Indicators:

- Identifies expenditures that will be cost-effective in their contribution to accomplishing work.
- Conducts research to determine the best available option for purchase.
- Tailors justification for budget request to the specific need and current circumstances.
- Uses money for its intended purpose.
- Makes adjustments to expenditures in accordance with price increases, changing priorities, and City policy.

Performance Levels:

Satisfactory

Recognizes the critical role of the budget process in City functioning. Knows the budget cycle and makes timely submissions for all desired expenditures.

Superior

Provides convincing justifications that reflect essential organizational functions, demonstration of cost-effectiveness, and consideration of current political/economic/social climate.

38. TOLERANCE – Accepts all forms of diversity, including different, even contrary, points of view.

Level of Competency Required by Job:

Level 1: Accepting of co-workers, other employees, and members of the public regardless of their stated beliefs or assumptions that might be made based on their appearance or status.

Level 2: *Work well with others regardless of their stated beliefs or affiliations, appearance, or idiosyncrasies. Recognize the value of different points of view among members of a work group or team.*

Level 3: Embrace a diverse work group as a possible means of advancing objectives of the organization. Encourage airing of different, even contrary, points of view as a means of ensuring that all possible factors are considered and alternatives explored.

Examples of Behavioral Indicators:

- Works well with a diversity of others.
- Provides comparable service to all members of the public.
- Accepts differences in others even with respect to factors that would not be acceptable personally.
- Recognizes that judging others on a personal basis/displaying intolerance is inappropriate in the workplace.
- Encourages all others to openly state their views on work-related matters.

Performance Levels:

Satisfactory

Works well with a diverse array of other people. Provides service or otherwise interacts with others in a manner that is consistent and fair.

Superior

Recognizes the potential for diversity to strengthen the organization. Welcomes and fully considers diverse points of view, and makes every effort to ensure others do the same.

42. RESOLVES CONFLICT – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

Level 1: ***Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.***

Level 2: Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.

Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intraorganizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

45. ORAL COMMUNICATION – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

Level 1: Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.

Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.

Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

49. PROJECT MANAGEMENT – Anticipates and plans for all aspects of a multi-faceted, discrete endeavor to ensure resources are available and actions are taken at proper times for successful completion.

Level of Competency Required by Job:

Level 1: Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.

Level 2: Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.

Level 3: Design, plan, secure approval and resources, and manages large-scale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.

Examples of Behavioral Indicators:

- Establishes project plans that gain management acceptance.
- Establishes realistic timeline and estimates of resources needed.
- Assembles appropriate team with complementary skills to efficiently execute all portions of a project.
- Secures necessary resources for successful project completion.
- Clearly designates roles/responsibilities/accountability.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.

Performance Levels:

Satisfactory

Establishes acceptable project plan; assembles team with required skills; establishes personal responsibility/accountability. Ensures the necessary time and resources are available.

Superior

Designs efficient project plan to maximize benefits and minimize use of resources. Designates precise mix of people to best accomplish the project. Completes on time, with resources allocated.